
MTSS Beyond the SPDG

Kansas Multi-Tier System of Supports and Alignment

<https://ksdetasn.org/mtss>

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Brief History of Kansas MTSS & Alignment

2008 - Kansas MTSS Innovation Configuration Matrix
First Annual Kansas MTSS Symposium

2009 - Kansas MTSS Academic Structuring and Implementation Guides -
Reading & Math

2010 - Kansas MTSS Behavior Structuring and Implementation Guides
Parent Resources *MTSS: Helping your child grow, learn and succeed*
and *Family engagement: A critical component to building an
empowering culture in the Kansas Multi-Tier System of Supports*

2011-2014 - MTSS External Evaluation by WestEd

2015 - Kansas MTSS & Alignment became a TASN Priority/Project
Aligned MTSS model including reading, math, behavior,
and social-emotional learning

<https://ksdetasn.org/resources/1269>

<https://ksdetasn.org/mtss>



Leveraging the SPDG

2007-2012 SPDG: Designed Professional development, family engagement, and state infrastructure for MTSS

2012-2017 SPDG: Expanded tertiary behavior supports, co-teaching, and early career mentoring

2017-2022 SPDG: Expanded mental health and trauma-responsive practices

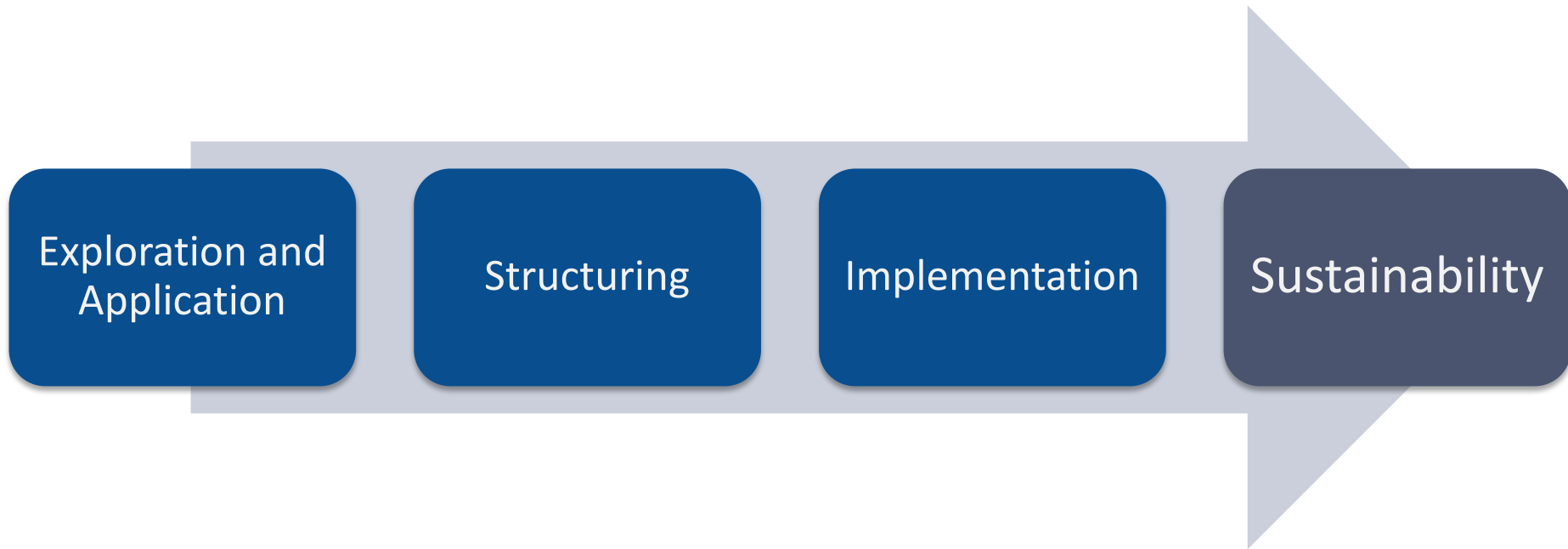


Kansas MTSS Alignment



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Implementation Stages and Phases



Making Connections

Kansas Department of
Education Vision

Tiered System of
Supports

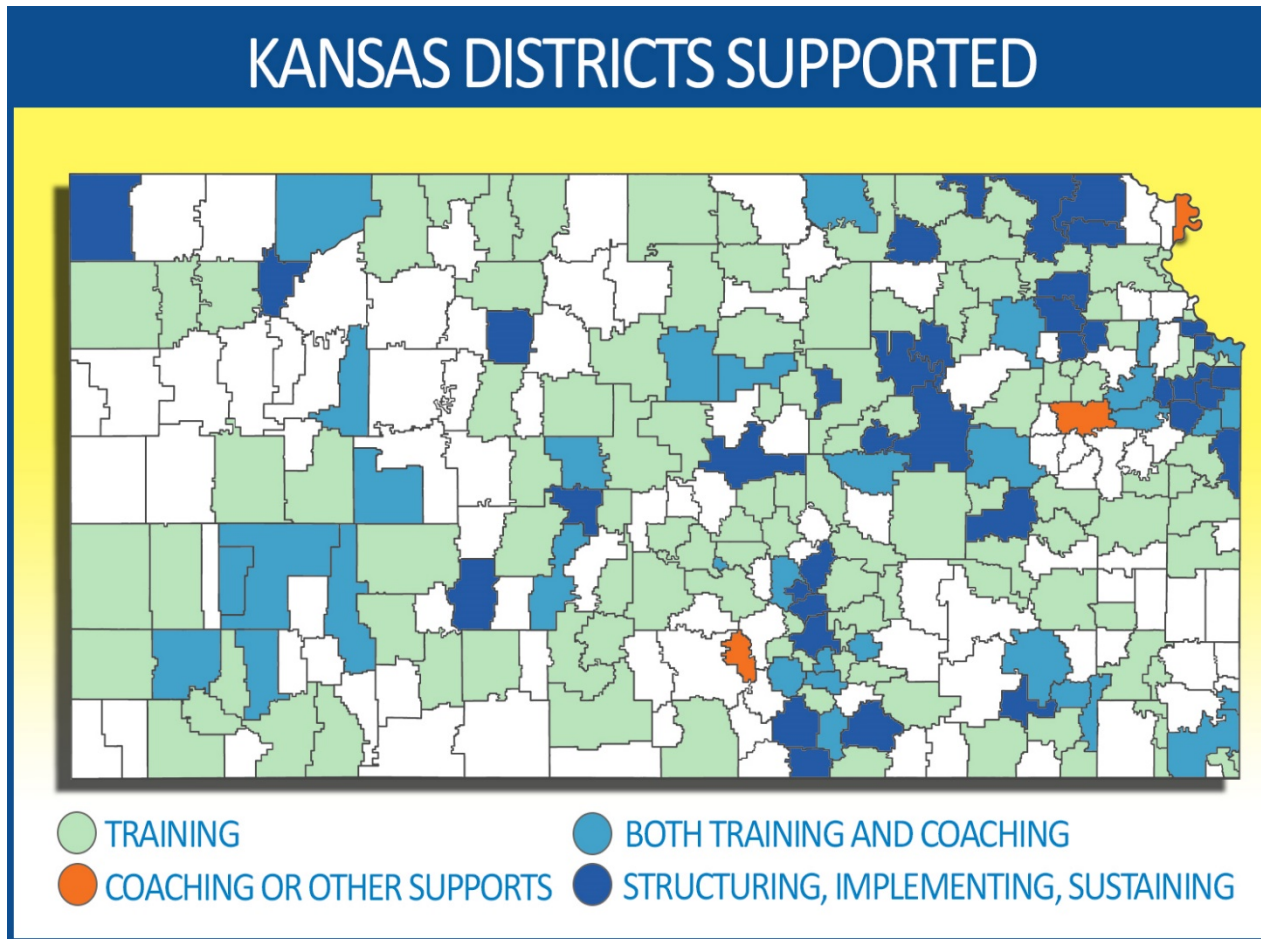


Kansas
MTSS

KESA
(Kansas Education
Systems
Accreditation)

Kansas
Standards

2017-2018 TASN MTSS & Alignment



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Kansas ESEA Consolidated Plan

The KSDE provides support to districts through Kansas Multi-Tier System of Supports (MTSS) and Alignment training, **a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision making**. Through Kansas MTSS and Alignment, the Kansas IDEA State Performance Plan, State Systemic Improvement Plan, Indicator 17 coherent improvement strategy results in a realigned, reallocated, collaborative professional learning infrastructure, which increases the capacity of districts to implement evidence-based instruction and interventions for each student (2017, p. 58).

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State Systemic Improvement Plan (Indicator 17)

Coherent Improvement Strategy 2.0: Implementation of evidence-based practices through designing, implementing, and evaluating an integrated school improvement-planning framework built upon the existing Kansas Multi-Tier System of Supports (Kansas MTSS) and Alignment. These changes increased district capacity to provide effective reading instruction for students with disabilities.



State-Identified Measurable Result (SIMR)

Percentage of students with disabilities in grades K-5 score at grade level in reading as measured by Curriculum-Based Measure General Outcome Measure (CBM-GOM).

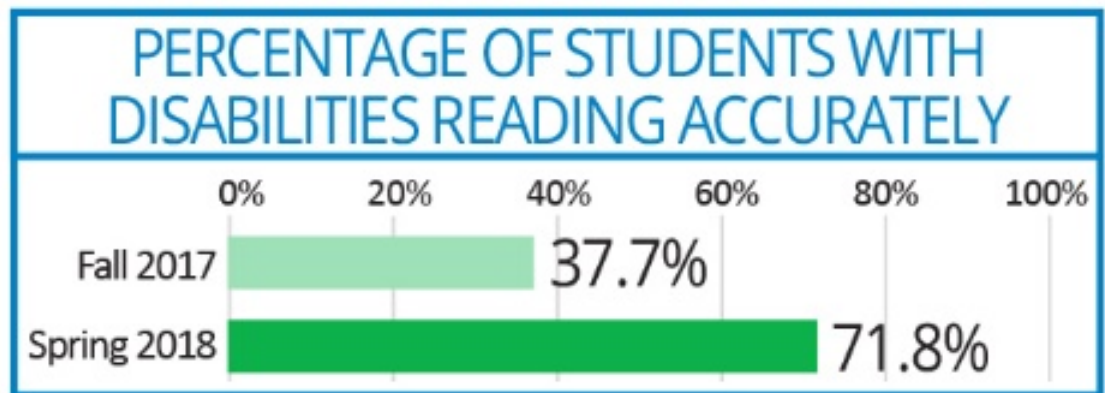
FFY	2014	2015	2016	2017
Percent at Grade Level	24.41%	26.37%	27.52%	31.11%



State-Identified Measurable Result (SIMR) – Deeper Dive

In the 2016-17 School Year, kindergarten through 5th grade data from Kansas MTSS schools in the SIMR cohort showed a 22% increase in the number of students with disabilities who were at least 95% accurate in reading.

In the 2017-18 School Year, the data showed a 34% increase.



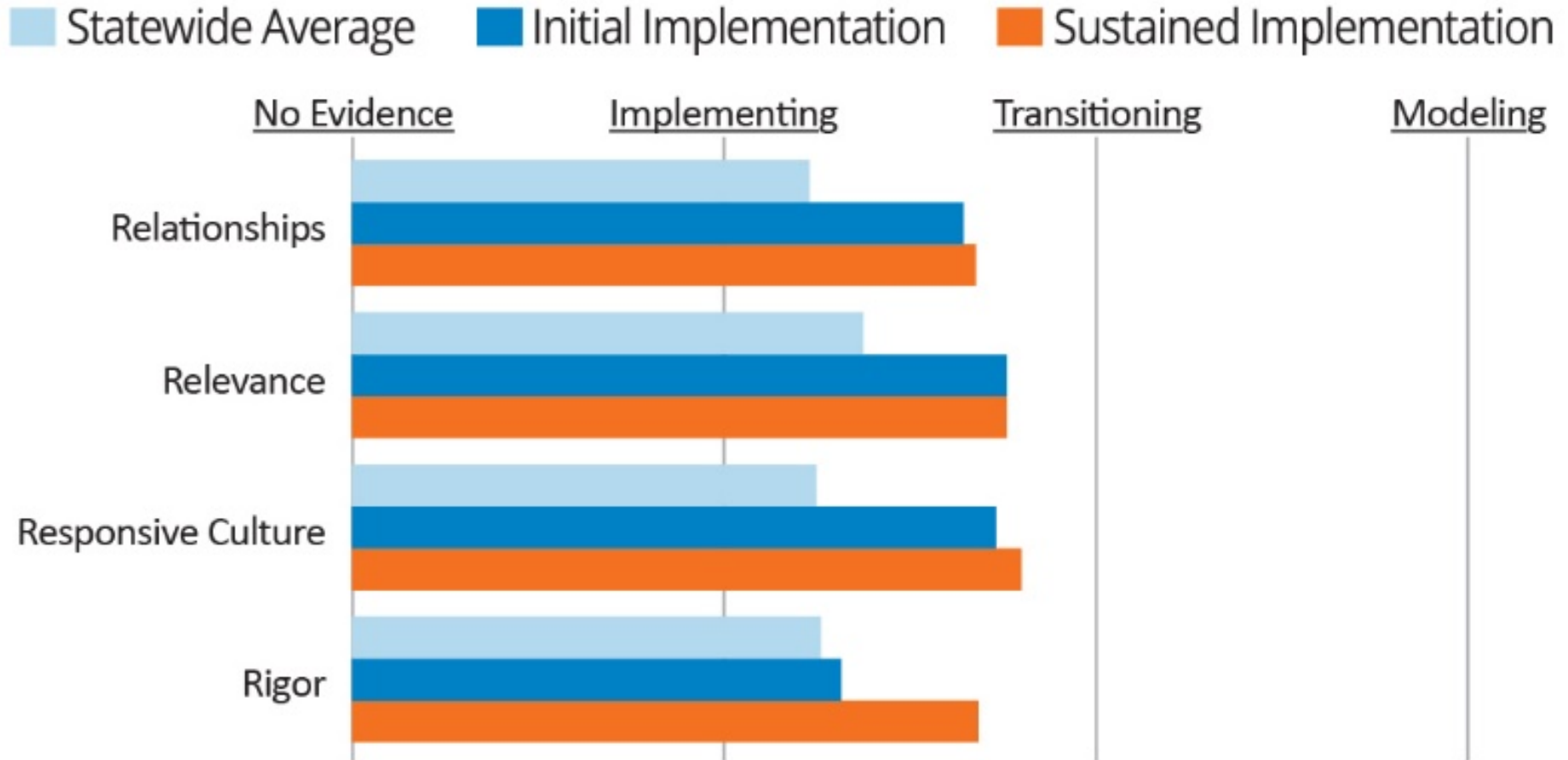
<https://ksdetasn.org/evaluation/tasn-provider-evaluation-briefs>

<https://ksdetasn.org/mtss>



Kansas Education Systems Accreditation

KANSAS MTSS AND ALIGNMENT DISTRICT KESA RATINGS



Discussion

How is your SPDG leveraged to develop sustainable structures for MTSS?

- Is it trying to be the system or support the system?

How are you analyzing the impact of MTSS for students with disabilities?

